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Vance, Merle W.

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Report stating goals of curriculum committee and suggesting that they may be met through processes of evaluation with broad participation by members of division of teacher education.

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SACRAMENTO STATE COLLEGE
Division of Teacher Education

Merle W. Vance, Ass't. Professor

March 5, 1959

IMPROVING TEACHER EDUCATION AT SACRAMENTO STATE COLLEGE
An Evaluative Approach

The task facing the recently established Curriculum Committee is most challenging, especially in view of the intense pressures and criticism exerted against teacher education by outside forces and by forces within the college. Members of the Division realize that these forces must be met soon and in a manner that is forthright, professional, and aggressive.

In order to accomplish the purpose for which this committee was formed, (1) to improve the program of teacher education, and (2) to determine ways of meeting these present challenges, the committee must look to members of this Division for full support. Cooperation, coordination, and understanding within the Division is imperative if we are to meet these forces in a unified and disciplined manner.

Although plans for meeting these challenges will differ somewhat, each should encourage a true evaluation of teacher education, provide information relative to improving the teacher education program, and help designate responsibility for the education of teachers. It is suggested that these goals may be attained through processes of evaluation with broad participation by all members of the Division, later extended to include all other Divisions that have responsibility in the education and training of teachers.

The Self-Evaluation Process.

Through self-appraisal, faculty members will have the opportunity to examine diverse points of view and to understand the relationship between each part of the total education program. Such effort on the part of Division members requires a high degree of intra-divisional collaboration and understanding of the evaluative process. The following assumptions are fundamental to the concept of improvement of teacher education through

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evaluation:

1. Teacher Education can be improved.
2. Teacher education is a responsibility of the whole college.
3. Teacher education should be developed cooperatively.
4. Teacher education should be subject to continuous study and revision.
5. Teacher education programs should be judged in terms of experiences provided for personal growth and development of professional competencies.

Some possible advantages of self-evaluation over evaluation made by outside agencies are:

1. Being locally initiated and managed, such a program of self-evaluation can be readily adapted to local conditions.

2. If properly conceived and implemented, it involves the defining and appraising of quality by all persons - Faculty in Divisions other than Teacher Education, students, administrators, Education faculty, and others responsible for the education of teachers for the public schools.

3. Since the primary purpose of evaluation is to promote improvements, and since improvements can be made best by those immediately responsible, it reveals defects to those in a position to remove defects; it underlines strengths for those who must build on those strengths.

4. The attitudes and habits of cooperation and coordination thus developed may well be transferred to the action program of improving teacher education.

Evaluation in Terms of Purposes.

Responsibility for declaring its purposes rests with the Education Division. It is assumed that declared objectives are in accordance with the accepted patterns of teacher education, that they are stated comprehensively, and that the Division fosters conditions for their realization.

One of the outcomes of evaluation is improved communication. Breakdown in communication inevitably results in lack of acceptance of common purposes and goals. Areas which might be strengthened through improved communication are:

1. Integration of courses.
2. Balanced pattern of courses.
3. Proper sequence and patterns for courses.
4. Attainment of accepted objectives for courses and programs.
5. Utilization of materials of instruction.
6. Utilization of extended learning possibilities.
7. Evaluation of courses; re-evaluation of programs and objectives.

8. Emphasis given to parts of program.
9. Scheduled group patterns of courses.
10. Effective utilization of staff.
11. Procedures for teaching assignments.
12. Cooperative planning between faculty.
13. Coordination within the total program.
14. Continuity in the program.
15. Recognition of contributions by all Division members.

Framework for Self-Evaluation.

Members of the Division will serve on three committees to evaluate and appraise (1) their own areas of specialization, (2) an area of secondary interest, and (3) an area arbitrarily chosen.

As the self-evaluation program develops, six main tasks of the Curriculum Committee seem to be as follows:

1. To establish guidelines for carrying out the evaluation program.

2. To organize the staff for participation in the program.

3. To carry out the evaluation program by:
   a. Determining what is to be evaluated.
   b. Helping to develop criteria for judging specific programs.
   c. Helping to develop criteria for judging broader aspects of the teacher education program.
   d. Coordinating the work of sub-committees.
   e. Making continuous reports of progress; analyzing results.

4. To prepare final reports.

5. To develop procedures for implementing recommended changes.

6. To develop means of appraising the total evaluation program.

Guidelines for Curriculum Committee.

The Committee might consider the following guidelines in encouraging flexibility:

1. In carrying out the evaluative procedures, the faculty intends to observe such principles as will preserve whatever individual qualities the various phases of the program has.

2. Protection will be given to such individual variations as appear to be educationally sound and to encourage well-conceived experimentation for improving educational processes.

3. Participation by all faculty members will be encouraged, especially in areas other than their own specializations.

4. The expression of diverse points of view will be encouraged.

5. Channels of communication will be kept free, clear, and in use.

Organization for Evaluation.

I. The Curriculum committee will serve as the Steering committee. Some of its functions are as follows:
   A. Organize staff into committees.
   B. Prepare agenda for meetings of these evaluation committees.
   C. Help guide the development of criteria by each committee.
   D. Prepare guidelines f committee reports during the evaluation.
   E. Compile written reports upon completion of the evaluation.

II. Each Division member will participate with three committees. (Committee assignments tentatively based upon "Course Assignment" report of Oct. 6, 1958).

   A. Each Division member will choose his three committees according to the following areas:
      1. Area of Specialization
      2. Area of secondary interest
      3. Area of choice (Neither of specialization nor necessarily of secondary interest)

   Example: Dr. Edson Caldwell
   Committee 1 - Specialization - GUIDANCE
   Committee 2 - Secondary interest - SOCIAL FOUNDATIONS
   Committee 3 - Choice - ELEMENTARY (Science and Arithmetic)

Due to the number of elementary instructors, it is necessary to divide Elementary Education into two groups: Language Arts and Social Studies, and Science and Arithmetic. Also, those designating "Special Fields" as first preference will work on committees most closely related to their area of specialization.

(Note: See attached chart for sample, tentative committee assignments)

Procedures for Committee Action:

It is suggested that the Curriculum committee be responsible for developing a master plan and calendar for committee meetings.

Some suggestions for committee actions are stated below:

1. All six "Specialization" committees will meet to perform the following tasks:
   a. Work with objectives for courses, program.
   b. Determine the relationship of each program and courses to the total program.
   c. Develop means of attaining objectives, etc....
   d. Develop some type of report.

2. Committees will hold "open" meetings each week for those who have chosen this group as their first, second, or third committee.

3. Special group meetings will be held to bring together the thinking of a large number who have attended previous meetings; to recap some of the thinking of the group.

4. Each committee will seek information from students, (TEPS), and from other sources with the help of the Steering committee and the Faculty TEPS committee.

Suggested Criteria for Judging Programs.

1. The objectives of the program have been developed by all members of the committee.

2. The objectives are stated comprehensively in writing.

3. The degree to which the objectives are being attained is determined.

4. The objectives have been accepted by others in the Division.

5. The objectives are modified in terms of changing needs.

6. The following basic findings from research have been utilized in planning the program and developing courses.

7. Other staff members have helped form the pattern for the program.

8. The program is serving the needs of students and others in the field.

9. Teachers, administrators, and students have participated in the development of the program.

10. Practices in the program are consistent with the adopted objectives of the program.

11. Continuous, cooperative efforts are made to improve this program.

12. Course content is directly related to methods of teaching, laboratory experiences, and needs in the field.

13. Provision is made for integrating materials of this program with other educational programs; also, with other content or general education programs.

Reporting Evaluation Progress and Results.

The steering committee will encourage communication in the form of reports to keep all members of the Division informed as to the progress of the committees. A final report at the completion of the program may provide a means of determining the effectiveness of the evaluation. These reports may serve as points of reference for making further improvements in the teacher education program. They will also serve to inform those in other Divisions who have indicated an interest in the education of teachers at Sacramento State College

(Attachment)

The following tabulation of preferences of subject areas was determined by responses from each member of the Education Division in designating areas of primary and secondary importance with respect to course assignments for Spring 1959. These preferences are tentative and are listed below as a guide for the Steering Committee (Curriculum committee) in forming evaluation committees.

Area	Primary Interest (Specialization)	Secondary Interest
Elementary Curriculum (Science - Arithmetic)	Cole, Gregg, Howard, Young, Kotrlik	Odell, Woodworth, Plessas
Elementary Curriculum (Language Arts, Social Studies)	Petty, Ormsby, Dawson, Morrison, Hansen, Vance Plessas	Bishton, Kotrlik, Gregg, Bamman
Guidance	Saum, Graver, Caldwell	Englander
Psychological Foundations	Englander, Woodworth	Bamman, Graver, Henderson, Sachs, Saum, Smith.
Secondary Curriculum	Henderson, Odell, Nordberg, Moore	Britton, Gardner, Moore, Saettler, Young.
Social Foundations	Smith, Britton, Gardner, Moore, Mullinix, Caldwell	Cole, Gregg, Howard, Kotrlik, Page, Petty.